



Master Advisor Handbook

Provided by the Academic Advising and Transfer Center

August 2022

Introduction	5
Context of the Master Advisor Training Program.....	5
The Influence of NACADA: The Global Community for Academic Advising	6
References	8
Conceptual Competency Area.....	9
Seven Core Values Essential to Academic Advising (C2)	10
Approaches to Advising (C3, C4).....	11
Ethical Advising (C6).....	15
References	17
Informational Competency Area.....	19
Institutional History, Mission, Vision, Values, and Culture (I1)	20
Institutional Academic Requirements (I2)	22
Institutional Specific Policies, Procedures, Rules, Regulations (I3)	25
Legal Guidelines (I4).....	36
Campus and Community Support Resources (I6)	40
Information Technology in Advising (I7).....	42
References	45
Relational Competency Area.....	47
Advising Philosophies (R1)	48
Relational Skills for Advisors (R2)	48
Communicating with Advisees (R3)	50
Planning and Conducting a Successful Advising Interaction (R4).....	52
Facilitate Problem-Solving, Decision-Making, Meaning-Making, Planning, and Goal Setting (R6) 54	
References	57
Glossary of Terms.....	61
Index	67

Introduction

Academic advising is critical to student success at Missouri State. It is one of the few services in which all students participate and plays a strong role in retention. It provides a setting for students to receive individualized attention, an opportunity to develop their academic and professional goals, and grow as educated persons. Effective advising is a key piece of the University's enrollment management plan. For these reasons, a campus-wide commitment to excellent academic advising is necessary.

This handbook, in conjunction with the Master Advisor Training Program, serves as a guide to the philosophy, values, policies, and approaches to advising at Missouri State University.

Context of the Master Advisor Training Program

Coordinated by the Academic Advising and Transfer Center, the Master Advisor Training Program aims to centralize advisor training and development for Missouri State University. The program began in 1996, and provides a place for collaboration, resource sharing, and general support for undergraduate advisors and support personnel.

For individuals just beginning their work as an advisor, the Master Advisor Training Program offers the Advising Basics Workshop. This workshop provides the foundations for advising undergraduates at Missouri State and is the recommended place for advisors new to campus or individuals new to advising duties. It does not count toward Master Advisor certification or renewal of certification.

The Master Advisor Training Program begins with a two-day training offered each May, August, and December in which participants become certified as Master Advisors. Participants learn about the advising philosophies, policies, and expectations embraced by Missouri State, as well as the many support resources available to both students and advisors. Additionally, the workshop aims to help advisors build connections to the advising community.

After the initial certification program, Master Advisors are required to renew their certification each year with three hours of documented and approved professional development. Opportunities for professional development are provided through the Master Advisor Training Program and include one-hour advisor forums throughout the fall and spring semesters, advisor forum recordings on the Mo State Advising YouTube Channel (@mostateadvising), specialized workshops when available, and self-reported training. This last option allows Master Advisors to seek credit for experiences such as conferences and self-directed reading.

If a Master Advisor's certification lapses, the person can reactivate their certification status by participating in three hours of documented and approved professional development. If the lapse has been five years or longer, the individual will be required to attend Master Advisor Workshop to regain certification.

The Influence of NACADA: The Global Community for Academic Advising

The Global Community for Academic Advising (NACADA) is the leading professional organization for the profession of advising. The organization seeks to further the field of advising through professional development, networking, and leadership (NACADA, 2017a). Advising professionals contribute innovated theories, research, and practices to the conversations of NACADA.

Because of NACADA's extensive research on the connection between advising and student success, the Master Advisor Training Program leans on the findings and publications of NACADA to conduct its training and development. Many references to NACADA will be found in sections of the Master Advisor Handbook, especially NACADA's Core Competencies.

NACADA Core Competencies

The Global Community for Academic Advising developed the NACADA Academic Advising Core Competencies as a framework to guide advisors in multiple ways, including the facilitation of professional training and development (NACADA, 2017b). For this reason, the Master Advisor Handbook uses the Core Competencies as a foundation for the Master Advisor Training Program.

The Core Competencies consist of three areas: conceptual, informational, and relational. These three areas create a holistic approach to academic advising when combined in personalized and innovative ways.

Conceptual Competency Area

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

- C1: The history and role of academic advising in higher education.
- C2: NACADA's Core Values of Academic Advising.
- C3: Theory relevant to academic advising.
- C4: Academic advising approaches and strategies.
- C5: Expected outcomes of academic advising.
- C6: How equitable and inclusive environments are created and maintained.

Informational Competency Area

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

- I1: Institution specific history, mission, vision, values, and culture.
- I2: Curriculum, degree programs, and other academic requirements and options.
- I3: Institution specific policies, procedures, rules, and regulations.
- I4: Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5: The characteristics, needs, and experiences of major and emerging student populations.
- I6: Campus and community resources that support student success.
- I7: Information technology applicable to relevant advising roles.

Relational Competency Area

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

- R1: Articulate a personal philosophy of academic advising.
- R2: Create rapport and build academic advising relationships.
- R3: Communicate in an inclusive and respectful manner.
- R4: Plan and conduct successful advising interactions.
- R5: Promote student understanding of the logic and purpose of the curriculum.
- R6: Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- R7: Engage in on-going assessment and development of the advising practice.

In this handbook, each aspect of advising at Missouri State has been organized to relate to these competencies and their goals. The handbook will use these competencies as a framework for understanding Missouri State policies and procedures.

We hope you find this handbook helpful in your advising practice. If you have questions, concerns, or suggestions, please do not hesitate to reach out to the Academic Advising and Transfer Center at 417-836-5258 or Advise@MissouriState.edu.

References

NACADA: The Global Community for Academic Advising. (2017a). Our Vision and Mission. Retrieved from <https://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx>

NACADA: The Global Community for Academic Advising. (2017b). NACADA academic advising core competencies model. Retrieved from <http://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>

Conceptual Competency Area

Core competencies in the Conceptual component (concepts academic advisors must understand) include understanding of:

- C1: The history and role of academic advising in higher education.
- C2: NACADA's Core Values of Academic Advising.
- C3: Theory relevant to academic advising.
- C4: Academic advising approaches and strategies.
- C5: Expected outcomes of academic advising.
- C6: How equitable and inclusive environments are created and maintained.

This section of the handbook explores the Conceptual competency area in relation to advising at Missouri State University. While all aspects of the competency are valuable, only the most relevant have been included.

Seven Core Values Essential to Academic Advising (C2)

Academic advising happens across many disciplines and in various educational environments. While the process of advising, the title of the advisor, and many other aspects may change or look different for each student's experience, there are aspects that should always be central to advising.

These Core Values developed by NACADA (2017a), provide additional direction to academic advisors. With many values, there may be fluctuation in how each value is emphasized depending on the situation. Regardless, these values should serve as a foundation and reflection point as advisors develop their personalized approach to academic advising.

1. **Caring:** Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.
2. **Commitment:** Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.
3. **Empowerment:** Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.
4. **Inclusivity:** Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.
5. **Integrity:** Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.
6. **Professionalism:** Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.
7. **Respect:** Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

Approaches to Advising (C3, C4)

There are many approaches to advising. As an advisor becomes more comfortable with their practice, they will discover the style that best suits them. Oftentimes, advisors find themselves using a combination of approaches. This section explores the two most common approaches: prescriptive and developmental. Missouri State encourages developmental advising but also recognizes there is a time and place for prescriptive advising.

Prescriptive Advising

In this model of academic advising, the academic advisor tells the student what to do, and the student does it. Prescriptive advising is linear communication from the advisor to the advisee and places most of the responsibility on the advisor. Student engagement in this style of advising is limited to only taking in information and following directions.

Developmental Advising

The developmental advising model holds that the academic advisor and the advisee are partners in educational discovery in which responsibility is shared between the participants. As in all endeavors that are primarily human relations, there are numerous discussions that attempt to define developmental advising in the literature. Here is one definition developed by David S. Crockett:

“Advising is a developmental process that assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process which assists students in realizing their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and program progress review, and an agent of referral to other campus services as necessary” (Crockett, 1995).

Some advisors with heavy advising loads may be concerned about the time required to engage in developmental advising, but Susan Ohrablo (2012) suggests that developmental advising is not an issue of time and availability, but an issue of advisor approach. In fact, she argues that by having thoughtful and comprehensive conversations, advisors can be more efficient because they reduce repeat traffic and fallout from explored issues, therefore reducing an advisor’s long-term workload (Ohrablo, 2012).

Prescriptive advising tends to be the “do it for them” model. Developmental advising is the “help them do it for themselves” model. Burton and Wellington (1998) epitomize developmental advising when they say, “A developmental model of advising permits the advisor to help the advisee focus, through self-reflection, on interests and goals.” This allows the advisor and the advisee to work together in a collaborative effort to achieve commonly understood goals.

Comparing Prescriptive and Developmental

One way to understand the concept of developmental advising is to compare prescriptive and developmental advising techniques using this chart developed by Crookston (1972).

<i>Prescriptive Advising</i>	<i>Developmental Advising</i>
Advisor tells student what they need to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to them.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines, then lets student follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decisions.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decisions.
Advisor suggests what student should major in.	Advisor suggests steps students can take to help decide on major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results and self-understanding.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social, and academic life of student.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, in addition to courses and class schedules.

(Crookston, 1972, p. 13)

Questions for Consideration:

- Are there situations where prescriptive advising is necessary?
- What are some practical ways to encourage students to participate in developmental advising?
- How do you deal with students who expect you, as the advisor, to have all the answers?
- What well-intentioned advisor behaviors may actually encourage students to be dependent instead of independent?

Additional Approaches to Advising

Proactive Advising

This advising approach builds on developmental advising by creating intervention activities or contacts for advisees who might otherwise not seek advisement or interactions with their advisor. Sometimes referred to as intrusive advising, when conducted properly, proactive advising balances an enhanced advising relationship with encouraged student responsibility and engagement (Cannon, 2013).

Proactive advising encourages advisors to have deliberate interventions that target student motivation, show interest in students’ lives beyond academics, and approach students before a need develops (Varney, 2012). Relationship building is at the core of proactive advising (Kalinowski Ohrt, 2016).

Advising as Teaching

Advising as teaching shares many virtues with developmental advising and yet takes developmental advisement one step farther. While developmental advising has the broad goal of personal growth, advising as teaching specifically focuses on enhancing student learning (Lowenstein, 2005).

Effective teachers and effective advisors exhibit many of the same characteristics, knowledge, and skills. The following table taken from the works of Ryan (1992) and Appleby (2001) compares the two.

<i>Effective Teachers</i>	<i>Effective Advisors</i>
Master their subject matter	Possess accurate information about policies, resources, and programs
Plan, organize and prepare materials for the classroom	Prepare well for advising sessions
Engage students actively in the learning process	Engage advisees in the advising process through challenges involving alternative choices and encouragement to question and explore
Provide regular feedback, reinforcement, and encouragement	Provide timely feedback, reinforce learning that has taken place and applaud student successes
Help students learn independently	Encourage advisees to be self-directed learners
Teach students how to evaluate information	Help advisees evaluate their progress toward personal, educational and career goals
Serve as a resource to students	Provide materials to advisees and make referrals when appropriate
Provide problem-solving tasks to students	Provide tasks to be completed before the next advising meeting that will require the advisee to use information-gathering, decision-making and problem-solving skills
Deliver information clearly and understandably	Communicate in a clear and unambiguous manner with advisees
Exhibit good questioning skills	Ask questions and initiate discussions
Exhibit positive regard, concern, and respect for students	Provide a caring, personal relationship by exhibiting a positive attitude toward students, their goals, and their ability to learn
Promote a climate of learning that supports diversity	Respect diverse points of view by demonstrating sensitivity to differences in culture and gender
Stimulate higher level thinking	Help students learn concepts, test validity, and confront attitudes and beliefs

While instructors are responsible for individual courses, an advisor's domain is the overall curriculum from general education and degree requirements to major/minor coursework (Lowenstein, 2005). In the paradigm of advising as teaching the advisor is responsible for an important part of student learning. In effect, the advisor teaches:

- How to find/create the logic of one's education
- How to view the seemingly disconnected pieces of curriculum as parts of a whole that makes sense to the learner, so that they learn more from them
- How to base educational choices on a developing sense of the overall edifice being self-built
- How to continually enhance learning experiences by relating them to knowledge that has been previously learned (Lowenstein, 2005, p. 72)

Just as teaching has learning outcomes, so should advisement. Lifelong skills such as decision-making, critical thinking, responsibility, and appreciation for education in addition to learning academic regulations should be learning outcomes of advisement. "Advising is the intersection of the teaching/learning experience" (Miller & Alberts, 1994, p. 44).

Strengths-Based Advising

Strengths-based advising uniquely addresses student motivation and success. In this approach, instead of focusing on failure prevention or problem areas for advisees, the advisors and students seek to learn from student strengths and redirect those strengths to achieve overall success. The roots of strengths-based advising are interdisciplinary, pulling from research and principles of business, social work, psychology, education, and more. This approach relies on the concept that time spent honing strengths is more fruitful than time spent remediating weaknesses. (Schreiner, 2013) In this approach, strengths are defined as "those activities at which a person excels and that energize the person" (Schreiner, 2013, p. 107). One of the key benefits of this approach to academic advising is ability to engage advisees in the learning process and key into intrinsic motivation (Schreiner, 2013).

Appreciative Advising

Appreciative advising is a student-centered approach developmental advising that emphasizes collaboration and the use of open-ended questions (Appreciative Advising, 2018)

It consists of six phases:

1. **Disarm:** making a positive first impression, building rapport, and having a safe, welcoming space
2. **Discover:** asking positive open-ended questions to learn about student strengths, skills, and abilities
3. **Dream:** learn student's goals, hopes, and dreams
4. **Design:** assist the student in creating a plan for achieving their dreams
5. **Deliver:** empower the student to act on the plans while providing encouragement and support
6. **Don't Settle:** create high expectations and continue to work together to meet them

Ethical Advising (C6)

Academic advisors are bound to encounter difficult situations that lack a clear procedure. In fact, there may not be one correct procedure or solution for any given situation. Advisors facing difficult situations can benefit from having a foundation of ethical principles. This handbook provides ethical frameworks rooted in professional standards from the Council for Academic Standards (CAS) and the Global Community for Academic Advising (NACADA).

The Council for Academic Standards

The Council for Academic Standards (CAS) (2018) provides the following guidelines for advisors:

- Academic Advising Programs (AAP) personnel must employ ethical decision making in the performance of their duties
- AAP personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- AAP personnel must be honest, objective, and impartial in their interactions
- AAP must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review
- AAP must encourage and provide a forum for personnel to address and report unethical behavior
- AAP must address issues surrounding scholarly integrity
- AAP personnel must perform duties within the scope of their position, training, expertise, and competence
- AAP personnel must make referrals when issues presented exceed the scope of their position
- AAP personnel must recognize their responsibility to ensure the privileged, private, or confidential nature of advisors' interactions with students is not sacrificed

The Global Community for Academic Advising

From works published by NACADA, we learn of ethical ideals and principles that can guide advisors through difficult scenarios.

Four Fundamental Ethical Ideals

These ideals are derived from the philosophical foundations of utility, justice, respect for persons, and fidelity, each of which are described below:

Utility

Utility engages the ideal of balance of benefit over harm for the greatest number. This has been simplistically summarized in the slogan "the greatest good for the greatest number." Utilitarians use the likely results or consequences of actions as the basis of ethical decision making. They select from the likely consequences the one solution that results in the best solution for the greatest number of individuals (Lowenstein & Grites, 1993).

Justice

Justice is the principle that all people should be treated equally, with no one receiving privileges or benefits that are not granted to all. Fairness resonates with most individuals and is therefore inherently desirable (Lowenstein & Grites, 1993). As advisors, each student's challenges should be faced with the same degree of dedication and energy (Fisher, 2005).

Respect for Persons

Respect for persons directs us to treat individuals as ends in themselves. “Some rules that follow from these abstractions are (a) to tell people the truth, which they need if they are to make decisions; (b) to respect their privacy, as possible, and (c) to support their autonomy” (Lowenstein & Grites, 1993). This principle entitles individuals to make their own choices informed by the truth. We should never manipulate individuals to bring about our own goals even if we deem those goals as worthy (Lowenstein & Grites, 1993). It is important to remember that our concept of ethics is culturally influenced and desirable standards, social norms and the worthiness of a goal may be different for each student as well as each advisor (Chmielewski, 2004).

Fidelity

Fidelity indicates that we must fulfill the explicit and implied commitments or promises we make. In some cases, fidelity can commit individuals to responsibilities of which we are not aware or of which they do not find pleasing or rewarding (Lowenstein & Grites, 1993).

Because ethical situations can be difficult to navigate, it is important for advisors to identify other individuals or resources they can consult. Within a department, fellow advisors or supervisors can be great consultants. The Academic Advising and Transfer Center welcomes advisors reaching out for assistance in any matter. Last, if the dilemma involves greater campus or federal policy such as FERPA, advisors can reach out to the managing office.

Ethical Principles for Advising

In the NACADA publication, *Academic Advising: A Comprehensive Handbook* (2008), Lowenstein provides principles for advisors to consider in ethical dilemmas:

- Seek the best possible education for the advisee.
- Treat students equitably; don't play favorites or create special privileges.
- Enhance the advisee's ability to make decisions.
- Advocate for the advisee with other offices.
- Tell the advisee the truth about college policies and procedures, and tell others (e.g., faculty, staff, and administrators) the truth as well, but respect the confidentiality of interactions with the advisee.
- Support the institution's educational philosophy and its policies.
- Maintain the credibility of the advising program.
- Accord colleagues appropriate professional courtesy and respect.

References

- Appleby, D. (2001). The teaching-advising connection. *The Mentor: An Academic Advising Journal*. Retrieved June 12, 2007, from <https://dus.psu.edu/mentor/old/articles/appleby0.htm>
- Appreciative Advising. (2018). Appreciative Advising. Retrieved from <https://www.appreciativeadvising.net>
- Burton, J. & Wellington, K. (1998). The O'Banion model of academic advising: An integrative approach. *NACADA Journal*, 18 (2), 13-20.
- Cannon, J. (2013, March). Intrusive advising 101: How to be intrusive without intruding. *Academic Advising Today*, 36, (1). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Intrusive-Advising-101-How-to-be-Intrusive-Without-Intruding.aspx>
- Chmielewski, C. (2004). The importance of values and culture in ethical decision making. Retrieved June 9, 2007 from NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Values-and-culture-in-ethical-decision-making.aspx>
- Council for Academic Standards. (2018). CAS Standards for Academic Advising. Retrieved from <http://standards.cas.edu/getpdf.cfm?PDF=E864D2C4-D655-8F74-2E647CDECD29B7D0>
- Crockett, D. S. (1995). Pre-conference workshop: Modes and models for designing and implementing a successful advising program. Proceedings of the National Conference on Student Retention. New York City.
- Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13 (1), 12-17.
- Fisher, K. (2005). Ethical decision making in academic advising. Retrieved June 19, 2007 from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Ethical-decision-making.aspx>
- Kalinowski Ohrt, E. (2016). Proactive advising with first-generation students: Suggestions for Practice. *The Mentor*, 18. DOI: 10.26209/MJ1861250
- Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal* 25(2), 65 – 73.
- Lowenstein, M. (2008). Ethical Foundations of Academic Advising. In Gordon, V.N., Habley, W.R., Grites, T.J., & Associates (Eds.), *Academic Advising: A Comprehensive Handbook*, (2nd ed.). (pp. 36-49). San Francisco: Jossey-Bass.

Lowenstein, M. & Grites, T. J. (1993). Ethics in academic advising. *NACADA Journal*, 13 (1), 53-61.

Ohrablo, S. (2012). Ensuring your developmental advising is effective. Academic Impressions. Retrieved July 10, 2015 from the NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.academicimpressions.com/news/ensuring-your-developmental-advising-effective>

Miller, M.A. & Alberts, B. (1994). Developmental advising: Where teaching and learning intersect. *NACADA Journal*, 14, 43-45.

NACADA: The Global Community for Academic Advising. (2017a). Core values. Retrieved from
<https://www.nacada.ksu.edu/Portals/0/Resources/Pillars/Core%20Values%20Handout.pdf>

Ryan, C.C. (1992). Advising as teaching. *NACADA Journal* 12, 4-8.

Schreiner, L. (2013). Strengths-based advising. In Drake, J., Jordan, P., & Miller, M. (2013). *Academic advising approaches: strategies that teach students to make the most of college*. John Wiley and Sons.

Varney, J. (2012, September). Proactive (Intrusive) Advising! *Academic Advising Today*, 35(3). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-Intrusive-Advising.asp>

Informational Competency Area

Core competencies in the Informational component (knowledge academic advisors must master) include knowledge of:

- I1: Institution specific history, mission, vision, values, and culture.
- I2: Curriculum, degree programs, and other academic requirements and options.
- I3: Institution specific policies, procedures, rules, and regulations.
- I4: Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5: The characteristics, needs, and experiences of major and emerging student populations.
- I6: Campus and community resources that support student success.
- I7: Information technology applicable to relevant advising roles.

This section of the Master Advisor Handbook begins to delve into the informational component of the NACADA Core Competencies. Information relevant to all advisors has been included, but each department will have additional information of which their advisors will need thorough knowledge.

Institutional History, Mission, Vision, Values, and Culture (II)

Missouri State University uses a split advising model, meaning departments can choose to embrace faculty advising, primary role advising, or a combination of both. Additionally, some departments utilize an advising center. Across campus, you will see excellent advising produced by each type of structure. This section discusses the mission and best practices established for all advisors at Missouri State.

Provost's Academic Advising Council

The Provost's Academic Advising Council's charge is "to evaluate the administration and delivery of advising services to all students at Missouri State University and to make recommendations for improvements" (Missouri State University, 2021). The council consists of both standing and rotating members that represent the many stakeholders in advising across campus.

In 2009, the Provost's Academic Advising Council developed the following mission statement for advising across Missouri State:

"Academic advisors at Missouri State University provide academic and professional guidance as students develop meaningful educational plans in pursuit of their life goals. Advisors provide students with information about coursework, University policies and procedures, the Public Affairs mission, and career options and opportunities. They require student participation in the decision-making process, help students become lifelong learners, and encourage self-reliant problem solving through exploration of students' own interests and values. Advisors support students as they seek the best possible education at Missouri State University" (Missouri State University, 2009).

Additionally, the council provides the following best practices for academic advisors, departments and advising centers, and group/hybrid advising. These best practices are outlined below, and examples for each item can be found at <https://www.missouristate.edu/Advising/provost-s-academic-advising.htm>.

Best Practices for Academic Advisors at Missouri State University

- Maintain regular contact with all advisees.
- Establish positive relationships with all advisees.
- Provide accurate and timely information about the University and its programs.
- For advisors who work with prospective or transfer students, facilitate transferring from other institutions to Missouri State. All advisors assist students in transferring from Missouri State to other institutions when that is in the best interest of the student.
- Adopt a developmental approach to help advisees become independent learners and self-reliant problem solvers.
- Enhance advisee's understanding of and support for the University's Public Affairs Mission.

Best Practices for Departments/Advising Centers

- Structure academic advising processes to meet student needs and best utilize faculty/staff talents.
- Divide faculty advising loads equitably so appropriate time can be spent with each advisee.
- Designate individual(s) in each department/advisement center to receive specialized training and coordinate advisement of special populations of students.
- Promote, encourage, and track the ongoing training and professional development of faculty/staff advisors in the department/advisement center.
- Develop effective methods within each department/advisement center to communicate with advisees, traditional and special populations.
- Promote within each department/advisement center the best practices of individual and departmental advising as established in the Best Practices for Academic Advisors section.
- Designate one person (i.e., Advisement Coordinator, Department Head, or Center Director) to manage provision of advisement services within the department/advisement center, with charges based on the advising model adopted by that unit.
- Ensure that quality advising is appropriately available through the department/advisement center to all students, traditional and special populations.
- Implement a consistent plan to assess advisement within the department/advisement center and use results to facilitate process improvement.
- Devise a method to follow up with graduates. Potential students may be interested, so availability of this information could boost departmental/college recruitment and retention efforts.
- Develop a concrete system to recognize and reward faculty/staff who are dedicated to providing quality academic advising through the department/advisement center.

Best Practices for Group/Hybrid Advising

- Group/hybrid advising sessions provide effective opportunities to share information that all majors in a particular program need.
- All group/hybrid advising sessions must be conducted with utmost sensitivity to FERPA regulations and student privacy concerns.
- All students must be offered an opportunity to speak individually with an academic advisor in addition to participating in a group/hybrid advising session.
- Two or more advisors are strongly recommended at each group/hybrid advising session in order to address individual concerns.
- Students should have sufficient notice to arrange to attend a group/hybrid advising session and should be able to choose a session that fits into their academic schedule.
- Follow up with student participants should include exit survey/evaluation opportunities. Advisors should also follow up with students who seemed troubled or confused as well as students who did not attend.
- Notations of participation in group/hybrid advising sessions should be properly documented in Advising Notes.

Institutional Academic Requirements (I2)

Advisors must know institutional policies and procedures. Though this section provides key policies, there are simply too many policies to include in one handbook. Advisors should work with their department to learn about additional key policies relevant to their responsibilities.

Academic Policies and University Requirements

While helping students plan their degree at Missouri State, it is important for advisors to consider all baccalaureate degree requirements. The Office of the Registrar outlines the components of a degree program at https://www.missouristate.edu/registrar/catalog/academic_programs.htm

Advisors should become knowledgeable about these components, as well as any college-, department-, or major-specific requirements.

Additionally, advisors should be well-versed in the general baccalaureate degree policies and requirements, which are located at <https://www.missouristate.edu/Registrar/Catalog/genebacc.html>

Key areas not discussed elsewhere in this handbook include multiple degrees and/or majors, and residence requirements. It is recommended advisors review the policies described in the two links above.

General Education and CORE 42

Students are assigned a general education program and catalog year when they are admitted to the university. First time new in college students and transfer students from private or out of state colleges will be placed into Missouri State's traditional general education program under the current catalog year.

Students who previously attended Missouri State and are seeking readmission will be placed under the current catalog year's general education program. If they are within 1-2 classes of completing their previous requirements, the student can ask that the general education program be changed back to the initial catalog year.

General Education Worksheets and additional information can be accessed at https://www.missouristate.edu/GeneralEducation/GenEd_Worksheet.htm.

Transfer students who have completed 12 or more credit hours at a Missouri public institution of higher education after high school will be placed under CORE 42, a state-wide core curriculum for transfer students. CORE 42 replaces general education requirements for these students.

Students can choose to switch to Missouri State's general education program if it better suits their plans. Additional information, including Frequently Asked Questions, can be found at <https://www.missouristate.edu/GeneralEducation/core42.htm>.

Placement Exams and Charts

Missouri State uses placement exams to determine the appropriate starting place for math, English, and foreign language courses. Students primarily submit ACT scores, but SAT scores are also accepted. Beginning Fall 2020, Missouri State moved to a test-optional admissions model, meaning students may not have scores to use in determining their placement. If a student does not have standardized test scores or feels they do not accurately reflect their knowledge and abilities, they may take a university placement exam.

English Placement

Students with an English ACT score of 18 or higher, an SAT score of 480 or higher, or proper placement will take ENG 110. Students with an English ACT score of 15–17 or an SAT score of 460–479 are placed in ENG 105. Students with an ACT score of 14 or lower or an SAT score of 459 or lower are required to start with ENG 100, as well as students who place into ENG 100 during the self-directed English placement assessment.

Students who have not taken the ACT or SAT should complete the online Self-Directed Placement for English. Information about English Placement, including the self-directed assessment, can be found here: https://www.missouristate.edu/GeneralEducation/English_Placement.htm.

Questions should be directed to the English Department, Siceluff Hall, rm. 215, at (417) 836-5107.

Math Placement

Students with standardized test scores will use the following charts to determine placement:

Placement Using ACT Math Sub Score

Score	Placement
ACT Math \geq 28	MTH 340, 314, 287, 261, 138, 137, 136, 134, 130, 103, 101
ACT Math \geq 27	MTH 340, 287, 215, 138, 137, 136, 134, 130, 103, 101
ACT Math \geq 26	MTH 287, 138, 137, 136, 135, 134, 130, 103, 101
ACT Math \geq 25	MTH 138, 137, 136, 134, 130, 103, 101
ACT Math \geq 22	MTH 136, 134, 130, 103, 101
ACT Math \geq 20	MTH 103, 101
ACT Math \leq 19	MTH 101

Placement Using SAT Math Sub Score

Score	Placement
SAT Math \geq 660	MTH 340, 314, 287, 261, 138, 137, 136, 134, 130, 103, 101
SAT Math \geq 640	MTH 340, 287, 215, 138, 137, 136, 134, 130, 103, 101
SAT Math \geq 620	MTH 287, 138, 137, 136, 134, 130, 103, 101
SAT Math \geq 600	MTH 138, 137, 136, 134, 130, 103, 101
SAT Math \geq 570	MTH 136, 134, 130, 103, 101
SAT Math \geq 550	MTH 130, 103, 101
SAT Math \geq 510	MTH 103, 101
SAT Math \leq 500	MTH 101

If a student does not have standardized test scores or is not satisfied with their placement, they can attempt the math placement exam. The exam can only be taken once and is facilitated by the MSU Testing Center. Additional information about math placement can be found at https://www.missouristate.edu/GeneralEducation/math_placement.htm.

Foreign Language Placement

Students who have had two or more years of high school language studies are encouraged to take a placement exam. A computerized exam is available for French, German, Chinese, and Spanish and can only be taken once. Additional placement exams are available through the Modern and Classical Languages department. Students should contact the department head for more information and to arrange an exam outside the computerized options.

The computerized placement exams are available online at <https://www.missouristate.edu/MCL/Placement.htm>. Advisors will be able to view the score and coordinating placement on the Test Scores page of My Missouri State.

Credit is provided for surpassed classes if the student takes the computerized placement examination before taking any university-level French, German, or Spanish classes and completes the highest level of placement with a minimum grade of “B.” The student must then apply to the departmental office to receive credit for courses in the same language below the placement. Language credits awarded by exam at another institution are not recognized by Missouri State.

For additional information, contact the Modern & Classical Languages Department in Siceluff Hall, rm. 223, at (417) 836-5122.

Accelerated Master’s Programs

The Accelerated Master’s degree option allows outstanding undergraduate students to begin their graduate studies while completing their bachelor’s degree.

Students must apply and be admitted to the accelerated master’s program by the department and the Graduate College before enrolling for any courses to apply to the graduate degree. Students accepted into an accelerated program must complete a “Mixed Credit” form and submit it to the Office of the Registrar, located in Carrington Hall, rm. 320, at the time of registration. This form can be obtained from the student’s department or the Graduate College, located in Carrington Hall rm. 306. Depending on the program, a maximum of 12 hours of graduate credits will apply toward completion of the undergraduate degree requirements.

Programs with accelerated options can be found here:

<https://graduate.missouristate.edu/futurestudents/Accelerated.htm>

Undergraduate students interested in an accelerated master’s opportunity should contact their department or refer to the Graduate Catalog for admission requirements, procedures, and specific program details.

Institutional Specific Policies, Procedures, Rules, Regulations (I3)

Just as there are many academic requirements of which advisors should be aware, there are many policies and procedures specific to Missouri State. While the following information is not comprehensive, it includes many of the rules and regulations that all programs have in common. Advisors should work with their department to identify additional key policies relevant to their area.

Declaring and Changing Majors/Minors/Certificates

It is recommended that students seeking to change their major first visit with that academic department to learn more about the program and any specific admission requirements. Once plans are confirmed, students can contact the Academic Advising and Transfer Center to add, change, or remove majors, minors, and undergraduate certificates. Students can change their major using the online form, via email, or in person—phone requests are not possible.

The online Major/Minor/Certificate Change Request form is the preferred method. The form can be accessed on the Academic Advising and Transfer Center's webpage at

<https://www.missouristate.edu/Advising/steps-to-declare-or-change-a-major.htm>

If unable to use the form, students are welcome to email Advise@MissouriState.edu from their Missouri State email account with the following information:

- BearPass Number (M-Number)
- Specific instructions about what actions should be taken such as replacing a program or adding an additional program
- The exact option being requested if a program has options (such as comprehensive or non-comprehensive, degree type, emphasis area or track, etc.)

Students are also welcome to visit the Academic Advising and Transfer Center:

University Hall, Room 109
Monday – Friday
8:00 AM – 5:00 PM

Exceptions to this procedure include:

- Newly admitted students who have not registered for classes should contact the Office of Admissions for major changes
- Students wishing to declare a minor in a business area should contact the Business Advisement Center
- Students seeking to declare a major in Music or Theatre must first audition and receive approval from the appropriate department.

Grading

Plus/Minus Grading

Missouri State University utilizes a plus/minus grading option. The policy applies to transfer work as well as to courses taken at Missouri State. In general, a "C-" grade will not be acceptable when a prerequisite requires a "C" or higher. The academic status policy that requires undergraduate students to have a 2.00

GPA (and graduate students to have a 3.00) to be in good standing remains unchanged. Faculty have the choice to utilize plus/minus grades but are required to indicate their grading scale on their syllabus.

Pass/Not Pass Grading

The Pass/Not Pass option is intended to provide students an opportunity to pursue specialized or outside interests without penalty or reduction of grade point average. To place a course on Pass/Not Pass, students must complete a form in the Office of the Registrar, Carrington Hall, rm. 320, prior to the drop deadline for that course. The decision to take a course on a Pass/Not Pass basis cannot be reversed.

Students may take courses on a Pass/Not Pass basis under the following conditions:

- Courses taken under the Pass/Not Pass option cannot be used to satisfy general education, major, minor, professional education, or specific degree requirements.
- Honors classes cannot be taken on a Pass/Not Pass basis.
- The Pass/Not Pass option is not available to repeat courses in which the student earned a D or F grade prior to Fall 2009.
- The Pass/Not Pass option is not available to graduate students for graduate-level courses (600 or above). Departments may elect to offer certain non-didactic graduate courses (ex: readings, special problems, independent study, clinical internships, research and thesis) on a Pass/Not Pass only basis.
- Courses which are graded Pass/Not Pass only are exempt from the limitations otherwise imposed upon students by Pass/Not Pass regulations.

The full policy and procedure for Pass/Not Pass can be found at

<https://www.missouristate.edu/registrar/catalog/passnot.html>

Note: The Pass/Not Pass policy was adapted for the Spring 2020 semester only due to COVID-19. For questions related to Spring 2020, please see the adapted policy at

<https://www.missouristate.edu/registrar/pass-not-pass-spring-2020.htm>

Grade Reports

All students may access their final grade reports at the end of each semester through My Missouri State. All 100 and 200 level courses are required to have mid-term grades published. The mid-term grading option will be given to all instructors regardless of course number. All students are encouraged to assess their academic performance and to be mindful of the grading options deadlines and the potential impact of such a decision.

Students may request a copy of their grades to be mailed to them by completing a form in the Office of the Registrar in Carrington Hall, rm. 320.

Grades are awarded to indicate the quality of a student's work and are assigned according to grade definitions provided here: <http://www.missouristate.edu/registrar/catalog/grades.html>

All information was taken from <http://www.missouristate.edu/registrar/catalog/grades.html>.

GPA Requirements

In order to graduate, students must have a 2.00 or higher GPA ("C" average) on the courses that fulfill:

- General Education or CORE 42 Requirements
- Major Requirements & all courses with the prefix of the major
- Minor Requirements & all courses with the prefix of the minor
- Combined, Cumulative Coursework (All Missouri State and Transfer Courses)
- Missouri State Coursework (Courses taken only at Missouri State University)

Some majors and minors may have higher GPA requirements due to accreditation standards or departmental standards. These higher requirements will be specifically noted on the degree audit and in the catalog in the section stating requirements for a specific major.

To view an electronic GPA calculator, visit <http://www.missouristate.edu/registrar/gpacalculator.asp>

Grade Appeals

Grade appeals may be made due to concern about a faculty member's evaluation of performance in the course or when seeking an exception to University Policy (such as failure to officially drop a course within the stated time period). Policy and procedure for both situations can be found here at <https://www.missouristate.edu/registrar/catalog/graderev.html>

This process should not be used for students appealing a grade of F or XF due to academic dishonesty. For additional information in situations regarding academic dishonesty, refer to the "Student Academic Integrity Policies and Procedures" document online at <https://www.missouristate.edu/academicintegrity/353843.htm>

Academic Renewal

Academic renewal is designed to permit students with a grade point average deficiency to remove the effects of low grades from their academic record.

This policy applies only to undergraduate students and must be pursued prior to graduation. A student enrolled at Missouri State after an absence of five years or more from college may elect academic renewal. This renewal will affect only those courses taken prior to the five-year absence and may be elected only once in a lifetime.

Once elected, academic renewal applies to all courses, whether passed or failed and regardless of origin, taken prior to the date chosen by the student. Academic renewal does not erase the record. The grades received are removed from the GPA with an appropriate notation on the transcript indicating the renewal election.

Academic renewal is a policy of Missouri State and as such may not be recognized by outside institutions or agencies. Credit hours subjected to academic renewal cannot be used to meet any requirements for graduation, prerequisite, or certification. Once elected, academic renewal is irrevocable. Students must consult an academic advisor prior to election of academic renewal. Final approval for all academic renewal applications will be processed by the Office of the Provost.

For additional information, contact Blanca Mallonee, Meyer Library 116 or at (417) 836-8346.

All information was taken from <http://www.missouristate.edu/registrar/catalog/acaren.html>

Academic Status

At Missouri State, a student's grade point average is used to categorize their academic status as good standing, probation, or suspension.

Good Standing

A student who has both a cumulative Missouri State and a combined (Missouri State and transfer) GPA of at least 2.00 is considered to be in good standing. Students not in good standing will be placed on academic probation or suspension.

Academic Probation

Any student with a cumulative Missouri State or a combined GPA of less than 2.00 is on probation unless placed on academic suspension (see below).

The purpose of academic probation is to remind students that the quality of their cumulative academic work is unsatisfactory. A student on academic probation may be required to reduce the number of credits carried, maintain a lighter out-of-school workload or forego participation in social activities. The director of an extracurricular activity may also prohibit students on probation from participation in that activity. A student on probation may also be ineligible for financial aid. The student's academic advisor and staff of various administrative offices are available to give assistance in the planning of courses, time organization, and establishing effective study habits. All students on academic probation will be required to have advisement prior to enrolling.

Academic Suspension

Students who enter a semester on academic probation and fail to earn a semester GPA of 2.00 or higher will be suspended unless they have both a cumulative MSU GPA and a combined (Missouri State and transfer) GPA of 2.00 or higher, in which case the student would continue on academic probation. Additionally, a student who earns a semester GPA less than 1.00 and, as a result, has a Missouri State or combined GPA of less than 2.00, will be suspended unless the dean of the college of the student's major determines that there are circumstances which warrant an exception. Individual deans establish the process by which such exceptions will be considered.

After an initial suspension, students must remain out for at least one full semester (not including summer) to be eligible for reinstatement. Students who have been suspended two or more times must remain out for at least one full year prior to being eligible for reinstatement.

Reinstatement

Reinstatement procedures are determined by the deans and the Office of Admissions. Information regarding the procedure is available from the Office of Admissions. Reinstatement is not an automatic process. Students must be approved for reinstatement by the dean of the college under which they plan to return.

All information was taken from <http://www.missouristate.edu/registrar/acstat.html>.

Registration

At the center of advising is the responsibility of guiding students through the process of adding classes. Missouri State uses a preregistration or registration sequence process, which is described in this section.

When is the Preregistration Period?

Current and newly admitted transfer students are encouraged to register as early as possible for the best selection of courses. This preregistration period is typically April for summer and fall semesters, and November for spring semester. First time new in college students register through the Student Orientation, Advisement, and Registration (SOAR) program hosted by Orientation and Transition Programs.

The class schedule is posted several weeks before registration begins. Departmental administrative assistants may be able to provide information about future course offerings.

What Determines the Registration Date?

Registration dates are determined by the number of hours a student has completed. It does not include hours in which the student is currently enrolled. Completed transfer hours do count toward hours completed.

Graduate students and seniors are given priority due to the limited number of course options they have remaining; juniors, sophomores and freshmen register later, respectively.

Students may find their registration date from the My Missouri State website. When the class schedule is released, the registration dates for the upcoming semester(s) are posted. Students may register any time after their registration date, just not before.

Holds

A hold may be placed on a student's record for a variety of reasons, such as an unpaid bill or fine, failure to return books or equipment, or failure to be admitted to a degree program within the specified time limit. Some holds will prevent a student from registering for upcoming semesters and the release of a student's transcript and diploma. A complete listing of hold code definitions and office contact information is available online at <http://www.missouristate.edu/registrar/holds.htm>.

Who Needs an Advisor Release to Register?

Freshmen, sophomores, and juniors with fewer than 75 credit hours, student athletes, students on academic probation, first semester transfer students, and graduate students are required to speak with an advisor about their academic plans and goals, and therefore, need an advisor release.

Undergraduate students must obtain an advisor release to register until they have completed 75 credit hours AND obtained at least three advisor releases to register for spring and fall semesters. The purpose is to ensure that all students, including transfers, have sufficient interaction with their advisors and are solidly on track to complete their degree requirements on a timely basis.

After an advising appointment, whether in person, over the phone, through Zoom, or by email, the advisor may release the student electronically (via My Missouri State). Advisors are not expected to select specific course times for students. The advisor should document the approved courses and alternatives through an Advising Note.

What about Late Registration?

Late registration is permitted in the first five days of the semester. Specific dates for each semester can be found on the academic calendar at <http://calendar.missouristate.edu/academic.asp?campus=s>

Where Do Students Register?

Most students will register online through My Missouri State. The Office of the Registrar, Carrington Hall, rm. 320, allows students the option of registering in person, mail, fax or by proxy. NCAA student athletes changing their schedules are required to do so in person at the Dr. Mary Jo Wynn Academic Achievement Center.

If students decide not to attend after registering for classes, they must officially withdraw to avoid any financial obligations. Specific registration instructions can be found at <http://www.missouristate.edu/registrar/registration.htm>.

Special Permission for Courses

The reason a course requires permission determines the process in seeking that permission.

Permission to Exceed Course Enrollment: Sometimes departments will allow students to enroll in a course beyond the original capacity. Some departments will allow individual instructors to make the decision. Only the instructor of record will be allowed to grant permission of a closed class by utilizing the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department chooses not to allow the instructor of record to grant permission, the department will be required to issue the override. It is the instructor or department's responsibility to ensure that the fire code is not being exceeded.

Permission Required to Waive a Prerequisite: All prerequisites are enforced at time of registration. If a student wishes to have a prerequisite waived for registration purposes, the instructor of record can utilize the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department chooses to take on this responsibility on behalf of the instructor, it can only be done through Administrative Banner.

Courses that Require Permission: To restrict enrollment for certain courses for students with a specific skill set or who have reached a certain point in their academic program, some courses require permission for all students wishing to enroll. The instructor of record can grant permission by utilizing the registration overrides link on the Student Information Menu located on the Teaching and Advising tab of My Missouri State. If the department needs to issue an override on behalf of the instructor, it can only be done through Administrative Banner.

Overload

Permission must be obtained for hours taken over the maximum allowed as per the student's classification. Courses for which a student is enrolled on an audit basis are counted in hours for an overload. Overload permission is granted by a departmental representative through SFAREGS in Administrative Banner.

Intersession classes and summer sessions (other than the full eight-week summer session) will no longer have their own overload limitations. That is, these short sessions will be included in the calculation of students' overload status for a given semester.

Undergraduate Students

Maximum*: 18 hours for fall or spring semesters, 10 hours for summer sessions. Upon the recommendation of their advisors, students who have a 3.00 or higher GPA for a semester in which a minimum of 15 hours is carried may request permission for an overload from the dean of their college.

Obtain overload permission: Individuals must seek permission from the Dean of the college of their major. If major is undeclared then the Associate Provost for Student Success has designated Ross Hawkins, Director of the Academic Advising and Transfer Center, in University Hall, rm. 109, or at (417) 836-5258 to see these students.

Graduate Students

Maximum*: 16 hours for fall or spring semesters, 10 hours per summer sessions. Also, Postbaccalaureate students (excluding those seeking teacher certification) may not enroll in more than nine total hours of graduate-level courses including completed, in-progress, and registered without permission from the Dean of the Graduate College.

Obtain overload permission: Dean of the Graduate College

Precollege Students

Maximum*: Nine hours for fall or spring semesters, six hours for summer semester.

Obtain overload permission: If enrolled in the high school based (dual credit) program, obtain permission from Missouri State Outreach. If enrolled in the campus based (dual enrollment), obtain permission from the Associate Provost for Student Success.

* Hours for fall include fall intersession; hours for spring include winter intersession; hours for summer include summer intersession

This information was taken from <http://www.missouristate.edu/registrar/catalog/overload.html>.

Waitlisting

When available, students have the option to be on the waitlist for classes that are currently full. If a seat opens, the student will receive an email notifying them that they may register for the course and provides them with a 24-hour window in which to do so.

For more information about waitlists, visit: <http://www.missouristate.edu/registrar/waitlisting.htm>

Prerequisites

Prerequisites for each course are listed in both the Undergraduate Catalog and the online class schedule. Prerequisites are enforced at the time of registration. When a prerequisite is listed, the student must have met the prerequisite successfully to enroll in the next course. In many cases a student may plan to take a prerequisite course during a summer term at another institution; if this is the case, the student should contact the department to seek permission to register for the course that requires the prerequisite and verify that the planned course will provide the correct equivalency.

Requesting Permission for Prerequisite Override

Academic departments choose whether the course instructor or the department itself grants a prerequisite override. The student should first contact the instructor for permission. If the instructor does not have the ability to grant overrides, it is the student's responsibility to contact the department.

Change of Schedule

All students, *except* those who register through Student Orientation, Advisement and Registration (SOAR), may make changes to their schedule online through My Missouri State or in person at an

authorized registration center by completing a Registration Request/Change of Schedule Form & Enrollment Agreement.

First time new in college students who have registered through SOAR can contact the Academic Advising and Transfer Center in University Hall rm. 109 or at (417) 836-5258 for assistance with schedule changes if they wish to change their schedule before the first day of class. Students will be directed to the online form, "Request for Schedule Change After Your SOAR Session." From the first week of classes and beyond, new entering freshmen may make changes to their schedule online.

While it is good practice to advise a student to discuss potential changes with an academic advisor, no advisor approval is needed for a change online or in person except for those students participating in SOAR.

Students who are not eligible for the Deferred Payment Plan must pay any increase in fees within 24 hours or as otherwise specified on the registration invoice. If they do not pay by the deadline, their entire schedule is cancelled, not just the additional hours.

Students may add or drop courses during the Change of Schedule Period:

- Days 1-5 of Fall and Spring Semesters
- Days 1-5 of 8-week Summer sessions, days 1-2 of all other Summer sessions

If a student drops a course(s) during this time, a 100% refund is given. If a student adds or drops a class from the original number of hours for which they registered, fees will be affected.

The detailed costs and fees information is found on the page of the Office of the Registrar at <http://www.missouristate.edu/registrar/costs.htm>.

After the Change of Schedule Period

In general, only courses which have not yet begun (second block courses, short courses, independent study, etc.) may be added after the Change of Schedule Period has ended. Department approval is required to add a first block or full semester length class beginning on day six of the fall or spring semester, as well as day six and beyond of the second block period. Approval is also required for switching course sections after the Change of Schedule Period. The department may also require instructor approval.

If approved, the department will complete a Registration Request/Change of Schedule Form and Enrollment Agreement Form and affix the department signature and stamp. Students should take the completed form and photo identification to an authorized registration center for processing. Students are responsible for ensuring compliance with stated prerequisites and/or permissions.

Dropping Courses

Students may drop courses with a "W" from the end of the Change of Schedule period until four weeks prior to the last day of full semester classes, after which time students may not drop. For all classes of shorter duration of a full semester, this deadline shall be set at the three-fourths mark of that class. The exact date can be found each semester on the academic calendar. Dropping a course may be initiated in any authorized registration center or online. No advisor, department, or instructor approval is required, but students are encouraged to discuss their options with the course instructor and their academic

advisor. If students do not drop the course online, they must complete a form and present photo identification. Students will be provided a revised schedule and invoice.

Advising a Student Contemplating a Drop

While not required, students sometimes seek the opinion of an advisor before dropping a course.

Possible considerations to discuss include:

- Will the student drop below full-time status (12 hours in fall/spring, 6 hours in summer)? Dropping below full-time status can sometimes affect the student's living arrangements if living on-campus, health and/or auto insurance if covered by a family policy, financial aid package, and child support payments. International students should never be advised to drop below full-time status without an exception from the Office of International Services. Many students are not aware of these issues and may be well served by an advisor's knowledge.
- Will dropping a course impact the continuation of a scholarship, military benefits or NCAA-sanctioned sport eligibility?
- Will the course satisfy a degree requirement? If so, how else can this requirement be met if the course is dropped? Is the minimum grade required for the course obtainable?
- Is the course a prerequisite for another required course? Will future course options be limited by dropping now?
- If needed, will this course be offered in a future semester?
- Is a pattern of dropping courses being established from semester to semester? If so, how will future employers or graduate school admissions officers view this type of record? How will it impact graduation date plans?
- How much will it cost to drop the course? While it should not be the only consideration, it can be expensive to drop a course well into the semester, then be required to take the same course over later and pay full price.

To view the refund schedule, visit the webpage of the Office of the Registrar at

<http://www.missouristate.edu/registrar/refunds.htm>.

Withdraw

Change of schedule or add/drop is in effect when a student wants to change some or all their schedule.

If a student wants to drop all courses from a single semester, please direct the student to the instructions to withdraw found on the page of the Office of the Registrar at

<http://www.missouristate.edu/registrar/catalog/withdraw.html>

Instructor Drop

If a student does not attend class by the second meeting of a semester or summer session and has not informed the departmental office of the intent to remain in the course, the instructor *may* institute proceedings to drop the student from the class. This is generally done only when the space is needed for another student. A faculty member may not institute drop proceedings after the first week of class. A student cannot drop a course merely by not attending class. A student who is dropped by the instructor will be notified of such action by the Office of the Registrar.

Exceptions

When extenuating circumstances are documented, exceptions to the published policies and deadlines regarding refunds may be considered. Students who wish to appeal must do so in writing during the semester in which the withdrawal is requested. Students can access this appeal form and further instructions at <https://www.missouristate.edu/registrar/dropexception.htm>.

Authorized Registration Centers

These offices may process registrations and schedule changes year round:

- University athletes process their registrations online for early registration, but after the start of a semester must process all schedule changes in the Dr. Mary Jo Wynn Academic Achievement Center, Forsythe Athletic Center rm. 239, (417) 836-6829.
- Evening, graduate, and non-traditional students may process registrations/schedule changes in Adult Student Services, Alumni Center suite 400, (417) 836-6929.
- All other students may process registrations/schedule changes in the Office of the Registrar, Carrington Hall rm. 320, (417) 836-5520.

Additional Graduation Requirements

As advisees approach graduation, advisors should bring a few steps to their attention. The information in this section applies to all students. Departments may require additional tasks such as departmental exams or certification/licensing requirements. Advisors should work with their Department Head or Dean to gain knowledge regarding departmental requirements.

Civics Exam

Students with a catalog year of Fall 2019 or later are required to complete the State Mandated Civics Exam on Blackboard before graduation. While the exam is available anytime on Blackboard, students are encouraged to complete it as early as possible. Students with Missouri State coursework prior to Fall 2019 or post-high school transfer credit from a Missouri public college or university prior to Fall 2019 are exempt from this exam.

The Civics Exam must be completed with a score of 70% or higher. Students can retake the exam until reaching this score and have access to study guides on Blackboard. The exam includes 50 multiple choice questions and includes the following topics:

- The United States Constitution
- The United States Bill of Rights
- Governmental Institutions
- Historical Manifestations of Federalism
- History of Constitutional Interpretation and Amendments

For information regarding appeals, accessibility, accommodations, and where to direct questions, please visit <https://www.missouristate.edu/assessment/mo-civics-exam.htm>.

Exit Survey

All undergraduate students seeking to graduate must complete the Undergraduate Exit Survey. Students receive access to the Exit Survey via Blackboard after completing 102 credit hours, but students are strongly encouraged to complete it during their final semester of classes.

The Exit Survey gathers information on student experiences related to the Public Affairs Mission and student plans after graduation, as well as assesses student learning in general education.

The survey is best completed on a desktop or laptop computer, mobile devices are not recommended. Students should allow around 30 minutes for completion. The survey consists of two parts:

1. The senior survey, used to gather information about post-graduation plans.
2. The Public Affairs Scale and Public Affairs Essay, used to gather thoughts on the relationship between student experiences and the Public Affairs Mission.

After completing both parts of the survey, students will see the item marked completed on their degree audit after 3-5 business days.

Additional information can be found at <https://www.missouristate.edu/assessment/undergraduate-exit-survey.htm>.

Legal Guidelines (I4)

Advisors have the rewarding and challenging job of maintaining close and frequent contact with individual students. As such, keeping mind the dual role of student resource and university representative is important (Robinson, 2004). Students and the University have a contractual relationship, in which advisors, as representatives of the University, can bind the University to certain actions based on actions as advisors. This is known as the law of agency. (Habley, 1995; Robinson, 2004)

The following suggestions are designed to protect the university, the student, and advisors. Consider the following points:

- In talking with students, make no claims based on uncertain knowledge. Avoid hearsay (Buck et al., 2001).
 - Conduct periodic and careful review of all printed materials to see if they coincide with advising practice. If there are discrepancies between policy and practice, take steps to initiate the alteration of materials OR alter your own practice.
 - Assist students in locating and understanding the "fine print."
 - If you are aware of upcoming changes in policies, procedures, or programs, encourage students to plan ahead and stay informed. (Habley, 1995)
- An advisor must be a custodian of the student's good reputation (Buck et al., 2001).
 - Provide documentation in Advising Notes, located on the My Missouri State Teaching and Advising Tab when advising a student. Personal notes are not a part of the "official file" as defined by the Buckley Amendment. If you need to retain specific, more personal information about a student's situation to give effective advice, these personal notes should be kept in a different location. (Habley, 1995)
- Present students with all the options open to them, not just the ones you favor (Buck et al., 2001).
 - Do not equivocate or apologize to students for policies with which you personally disagree. Your equivocation may be misinterpreted and could provide the source for future litigation. (Habley, 1995)
- An advisor who misadvises a student has the moral obligation to make things right (Buck et al., 2001).
 - Help students understand how to appeal policies and procedures when necessary.
 - If you are uncertain of a policy, identify the person with the "final say" to give either you or the student an answer. (Habley, 1995)
- Acknowledge one's biases and respond to students as unique individuals and not as members of a group or category (Buck et al., 2001).
- Advisors advise; students decide (Buck et al., 2001).
 - Discuss advisor responsibilities and rights with all advisees. (Habley, 1995)

At the core of each of these suggestions is honesty. Advisors must be honest with advisees about academic rigor and university expectations, academic programs, especially competitive admission majors, and the full list of options available to students in any given situation (Williams Newman, 2016)

FERPA: Understanding & Complying

While the above sections are considerations, the University has clear policies when it comes to the Family Educational Rights and Privacy Act of 1974 (FERPA). The following questions are to help advisors navigate this federal policy.

What is FERPA?

The Family Educational Rights and Privacy Act of 1974, (FERPA), as amended, sets forth requirements regarding the rights of students and the obligations of institutions to ensure the privacy and accuracy of educational records. The Act applies to all institutions that receive federal funds administered by the U.S. Secretary of Education (financial aid, veteran benefits, grants, etc.). Institutions found to be in violation could have these federal funds withheld.

Who has FERPA rights?

Students who are currently or were formerly enrolled, regardless of their age or status in regard to parental dependency, have rights under FERPA until their death. Those who have applied but never attended (including those denied admission) do not come under FERPA guidelines.

What rights does FERPA give students in respect to educational records?

FERPA affords students four rights with respect to their education. These include the right to inspect and review their educational records, the right to request an amendment to the educational records that the student believes are inaccurate or misleading (the right to challenge grades does not apply unless the grade assigned was inaccurately recorded, under which condition the record will be corrected), the right to limit disclosure of personally identifiable information, including “directory information,” and lastly, the right to file a complaint with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged failures of an institution to comply with the requirements of FERPA.

What are educational records?

With certain exceptions, an educational record is any record from which a student can be personally identified and is maintained by the institution. Documentation within Advising Notes on My Missouri State is covered by FERPA. If an advisor wants to keep notes of a personal nature to more effectively advise a student, they may write them in private and should store those notes in a locked desk drawer or on a password-protected computer.

What is Directory Information?

FERPA allows institutions to determine, within established guidelines, the items of information that can be released without the student’s consent. This allows institutions to provide beneficial services to students such as verifying enrollment for insurance purposes, verifying degrees earned for employment purposes, providing basic contact information so that students may contact each other, and so on. However, students may request that this information not be released, and such requests must be honored.

All non-University contact information provided for purposes of the emergency notification system is not considered directory information. In addition, Missouri State University will provide an individual’s photo to campus community and law enforcement personnel if issues of health and safety can be documented.

At Missouri State University, the following is considered to be directory information:

- Name
- Address
- Telephone number
- Campus email address
- Field of study, including majors, minors, certifications, and pre-professional areas of study
- Classification (ex: sophomore)
- Enrollment status (full-time, part-time, or less than part-time)
- Participation in officially recognized activities and sports, including photographs of athletes
- Dates of attendance, including matriculation, drop, and withdrawal dates
- Degrees and certificates received including date awarded
- Awards received, including dean's list, scholastic honors, departmental honors, memberships in national honor societies, athletic letters, & university-funded scholarships (excluding those that are need-based)
- Most recent education institution attended

How do students request non-disclosure of directory information?

Students who do not want their directory information made available must complete a "Request to Prevent Disclosure of Student Information" form in the Office of the Registrar, Carrington Hall, rm. 320, or online at <https://www.missouristate.edu/registrar/FERPAHold.htm>.

FERPA Hold: all directory information will not be available to the general public. Off campus inquiries regarding a student with this level of protection can only be answered with the statement of, "I have no information to provide for that person." We cannot indicate that the person is or was a student at our institution.

How do I know if a student has requested a non-disclosure hold?

The computer database and web systems including My Missouri State will display a highlighted message on the screen for such students. This message will be located on several different links including test scores, holds, transcripts, and general student information. It will state "confidential information for student's name" with a caution indicator.

Letters of Recommendation

Statements made by a person making a recommendation from personal observation or knowledge do not require a written release from the student. However, if identifiable information obtained from a student's educational record is included in a letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student that specifies the records that may be disclosed, states the purpose of the disclosure, and identifies the party or parties to whom the disclosure can be made.

If kept on file by the person writing the recommendation, it would be a part of the student's educational record and the student would have the right to review unless the student had waived that right of access as indicated on the signed release. The Office of the Registrar has provided a release form for letters of recommendation at <http://www.missouristate.edu/registrar/RecomLtrForm.htm>

For additional information regarding FERPA including the Notification of Student's Rights, please visit the web page of the Office of the Registrar at <http://www.missouristate.edu/registrar/FERPA.html>.

If you have questions regarding FERPA, contact:

- Shannon Holt, Assistant Registrar, Office of the Registrar
- Dr. Rob Hornberger, Associate Vice President for Enrollment Management and Services
- Dr. Dee Siscoe, Vice President for Student Affairs
- Rachael Dockery, General Counsel

Working with Family Members

Because of the procedures outlined in FERPA, advisors are very limited in the information they can share with family members. Advising assignments and related information are not considered directory information and cannot be shared with family members.

The lack of sharable information can be new to family members and can lead to feelings of frustration. Many times, the individual is just hoping to help their student but is not sure where to start. In these situations, advisors can help by sharing general information about campus policies, procedures, and resources.

A safe option is to completely close out of any student files during your conversation and let the family member share their concerns about the situation. This can help ensure the advisor focuses on general recommendations and resources and does not share student record information.

One option for helping family members stay connected is Partners In Education (PIE).

Partners in Education (PIE) helps address the needs of students in their first year by creating a partnership between students, their families, faculty, and staff. Professional staff members open communication lines and provide support services to improve the academic success of students.

Services will be provided to members of PIE after the student signs the waiver to release information. Members are entitled to the following exclusive benefits: a welcome letter, mid-semester progress report, final grade report, academic advisement by request, and telephone assistance when questions, concerns, or problems arise.

PIE is limited to first year students and their identified partners. To become a member of PIE, a student must login to My Missouri State, click on the Student tab, then click on Review Online Agreements, scroll to the bottom of the page and click on the PIE link. (The release does not apply to personal counseling, health, or financial information protected by FERPA; however, if students are experiencing problems in these areas, Academic Assistance staff will assist in identifying available resources.) Enrollment typically takes place at SOAR. The student has the right to rescind the release at any time. Questions about the PIE program or students interested in joining should be directed to Blanca Mallonee at BMallonee@MissouriState.edu or 417-836-8346.

This information was taken from <http://www.missouristate.edu/StudentSuccess/51519.htm>.

Campus and Community Support Resources (I6)

While working with students, advisors may learn of concerning circumstances or behaviors. Missouri State has resources for multiple types of concerning situations, and advisors should not attempt to address situations outside of their expertise. It is extremely important that advisors are not only familiar with the resources available but also feel confident referring students to them. Below, a general overview of key resources are described. Advisors should visit each resource's website to learn more.

Counseling Center

The Counseling Center offers counseling to currently enrolled Missouri State University students, and there are no fees or charges for counseling-related services. The primary goal of the Counseling Center is to promote students' personal development and psychological well-being. Services are provided for individuals with a variety of challenges such as personal-social concerns and life-planning issues. Experienced professional counselors, psychologists, social workers, and graduate students assist clients in resolving conflicts which may interfere with their progress at the University.

Title IX

The Title IX office oversees all issues involving sexualized violence, sexual assault, rape, sexual misconduct, dating and domestic violence, sexual harassment, sex discrimination, stalking, and pregnancy and parenting rights.

For the purposes of reporting a possible Title IX violation, policy requires advisors to report to the Title IX office, as they are "responsible employees" or mandated reporters. A responsible employee is someone who has authority to take action to redress sexual violence, who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate university designee, or whom a student could reasonably believe has this authority or duty. It is essential that advisors report any report, or suspicion of a Title IX violation to the Interim Title IX Coordinator, Melissa D. Berry, 417-836-4252, MBerry@MissouriState.edu.

Behavioral Intervention Team

The purpose of the Behavioral Intervention Team (BIT) is to be a resource to members of the University community who have a concern about a student's behavior and need the opportunity to consult with professionals who deal with behavioral issues on a more frequent basis. The BIT provides an organized and coordinated method of assessment of the severity of an incident or situation affecting the University community. The BIT determines the need for intervention, identification and activation of appropriate resources and responses, ongoing monitoring, and evaluation of responses and outcomes.

Any member of the University community can contact a member of the BIT with a concern. The team member may be able to address the concern without engaging the BIT or may consult with particular other members of the team to alleviate the particular situation. The individual member may present the situation at the next team meeting to gain a critique of the response, obtain additional guidance, or to enlist monitoring of an ongoing issue or concern.

Online referrals to the BIT team can be made at <https://www.missouristate.edu/DOS/campus-report-form.htm>

Dean of Students

The primary role of the Dean of Students Office is to assist students in accomplishing personal and educational goals. This includes helping remove barriers that might make those goals difficult to reach. The Dean of Students can help students navigate Missouri State and community resources and policies when students are not sure where to start.

Bias Response Team

The purpose of the Bias Response Team is to be a resource to members of the University community who have a concern about perceived bias-related situations, concerns, and/or complaints and to coordinate an appropriate response. The BRT will provide an organized and coordinated method of assessment of the severity of an incident or situation affecting the University community. The BRT determines the need to refer the incident to the appropriate University official or committee. Any BRT response will be educational at its core. Voluntary interventions may include a variety of activities including discussion, mediation, training, counseling, and consensus building. The BRT will not seek to discipline individuals for expression of views protected by the First Amendment of the Constitution of the United States. Because Missouri State values diversity and inclusion, it will provide educational opportunities for those engaging in speech contrary to those values and support to those affected by it.

Academic Care Team

The purpose of the Academic Care Team (ACT) is to provide targeted academic intervention for students who appear to be struggling academically and/or not attending class to improve chances of successful completion of the term and lessen the chances of an academic status warning. As appropriate, the team provides support after academic probation/academic suspension status.

Referrals to the ACT can be made at

<https://www.missouristate.edu/AcademicSuccess/academic-care-team.htm>

Explained Absence

If the student, a family member, or a friend contacts the Dean of Students prior to an extended emergency absence of a current student, the Dean of Students will notify faculty involved if it is not possible for the student to do so. This service might be used when a student is hospitalized unexpectedly for a serious injury.

The reason for the absence is not verified and every effort is made to clarify student understanding that an explained absence is **not** the same thing as an excused absence. Students are referred to individual instructors upon their return to campus to discuss the impact of their absence on their success in each class.

Information Technology in Advising (I7)

Technology becomes a more integral part of academic advising every year. While advisors will choose how they want to best utilize technology in their practice, there are some resources that all advisors at Missouri State will use.

Advising Notes

Advisors at Missouri State University use Advising Notes, an online system, to document advising activities including appointments, email communications, and relevant academic updates. These notes have many advantages including helping advisors and students recall previous conversations and allowing other University offices to see communications and updates about student academic activities and advisor recommendations. Additionally, Advising Notes allows students to make a smooth transition to new advisors when changing programs.

Advisors are expected to maintain up to date and accurate documentation within Advising Notes. They will be referred to if there is ever a dispute about academic recommendations or advice provided. Accurate and timely documentation in Advising Notes protects both students and advisors alike.

Because advisors, students, and additional offices can all view Advising Notes, there are some general guidelines advisors should keep in mind:

- Advisors should NOT include any information related to health or disability, even if referrals were made in the appointment. If an advisor would like to note a referral of a more sensitive nature, referrals should remain vague, such as “referred to relevant campus resources.”
- Notes should include information helpful to the student such as course recommendations and alternatives or steps to take after the appointment. Course recommendations should be specific. Advisors should provide a list of options instead of categories such as “general education courses”.
- Include information that will help future advisors understand the student or advice provided. This might include professional interests or plans that help explain course choices.
- Include notes that will facilitate the relationship with the student, including future interactions. This could include praises for academic achievement or information about the student’s professional or personal goals.
- If relevant, include the consequences of not following advice given. Information about sequenced courses, prerequisites, scholarship requirements, or warnings is beneficial for all parties involved.
- Include referrals of a non-sensitive nature. Referrals to offices such as Financial Aid or the Career Center, to instructors, or to professional or academic opportunities can be appropriate.
- Entries in Advising Notes should remain objective and exclude subjective judgements, especially when negative. This would include subjective comments about the student or their behavior, thoughts or opinions about instructors, or personal information about the student.

A rule of thumb for entries in Advising Notes is “when in doubt, leave it out.” If there are concerns about the appropriateness of your note’s content, it may be best to leave it out or record it in personal notes. Another option is to reach out to a fellow advisor or department head to get a second opinion on the note’s content. Advisors are welcome to reach out to the Academic Advising and Transfer Center for guidance.

Advising Resources within My Missouri State

Advisors at Missouri State University have many resources available to help facilitate the advising process. Most resources used by advisors can be located within the “Student Information Menu” of My Missouri State’s Teaching and Advising Tab.

Some of the key resources and their primary functions are described in the table below:

Advisee List	<ul style="list-style-type: none"> • View a list of assigned advisees • Sort advisees using various criteria including major, academic status, first generation student status, midterm or final grades, holds, and more
Advising Notes/Releases	<ul style="list-style-type: none"> • Document advising sessions and recommendations • View previous notes from advisors and other university personnel • View student information including program and assigned advisors • Provide advisor release for registration
Refund & Drop Deadlines	<ul style="list-style-type: none"> • View a list of refund and drop deadlines customized to the student’s course enrollment
Registration History	<ul style="list-style-type: none"> • View student’s midterm grades • View dates courses were added or dropped
Registration Status	<ul style="list-style-type: none"> • Student’s registration date • Advisor’s name • Enrollment status • Academic status • Holds preventing registration
Test Scores	<ul style="list-style-type: none"> • ACT or SAT scores and placement information • Foreign language placement information • Math placement exam information
Transcript (Unofficial) and Transcript (Unofficial, Sortable)	<ul style="list-style-type: none"> • Completed and enrolled courses • Final grades • Semester GPA and hours attempted (regular transcript only) • Missouri State, Transfer, and Overall GPAs • Sort by category (sortable only)
Transfer Credit Evaluation	<ul style="list-style-type: none"> • Original course codes, titles, credit hours, and grades • Evaluation given by Missouri State

Degree Audit

One key resource not located in the Student Information Menu is the Degree Audit and Student Educational Planner. This resource is found on the Teaching and Advising Tab of My Missouri State. Here, you will find student degree audits (searchable by BearPass Number), as well as What-If audits for exploring new curriculum options.

Helpful Contacts

Advisors with concerns or questions about online advising resources are welcome to reach out to the Academic Advising and Transfer Center for assistance. For specific contacts, view the table below:

Ross Hawkins	<ul style="list-style-type: none">• Access to Advising Notes• Advising note corrections or deletions
Nathan Hoff	<ul style="list-style-type: none">• Degree audit support• Administrative Banner support
Katie Tucker	<ul style="list-style-type: none">• Advisor certification database• Major, minor, certificate
Computer Services Help Desk	<ul style="list-style-type: none">• General functions of My Missouri State and Office 365

References

- Buck, J., Moore, J., Schwartz, M., & Supon, S. (2001, January 9). What is ethical behavior for an academic advisor? *The Mentor: An Academic Advising journal*, 5(1). Retrieved June 9, 2007 from <https://dus.psu.edu/mentor/old/articles/010109jb.htm>
- Habley, W. R. (1995) Common legal sense for academic advising. In D. S. Crockett (Ed.), *Advising skills, techniques, and resources: A compilation of materials related to the organization and delivery of advising services* (p. 699). Iowa City: American College Testing Program.
- Missouri State University. (2021). Provost's Academic Advising Council. Retrieved from <https://www.missouristate.edu/Advising/provost-s-academic-advising.htm>
- Missouri State University. (2009). Missouri State University Advising Mission Statement. Retrieved from <https://www.missouristate.edu/Advising/missouri-state-university.htm>
- Robinson, S. (2004). Legal issues for advisors: A primer. Retrieved June 9, 2007 from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Legal-issues-primer.aspx>
- Williams Newman, D. (2016, December). Honest advising. *Academic Advising Today*, 39(4). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Honest-Advising.aspx>

Relational Competency Area

Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

R1: Articulate a personal philosophy of academic advising.

R2: Create rapport and build academic advising relationships.

R3: Communicate in an inclusive and respectful manner.

R4: Plan and conduct successful advising interactions.

R5: Promote student understanding of the logic and purpose of the curriculum.

R6: Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

This section of the Master Advisor Handbook discusses each skill in relation to academic advising at Missouri State University.

Advising Philosophies (R1)

While Missouri State has an advising mission and best practices for advisors, it is also important for advisors to have their own identity in advising.

An advising philosophy is a personal, purposeful statement that guides an advisor's practice. (Dyer, 2007 – new advisor guidebook). Advising philosophies often include content such as theoretical foundations, preferred advising approaches, strategies for interacting with students, personal or professional goals, and personal values (Freitag, 2011).

Having a personal advising philosophy can be extremely beneficial for advisors. It is likely advisors without a written personal advising philosophy already have the beginnings of one. They may have a preferred approach, favorite student development theories, personal values they incorporate, or other foundations from which they draw. Formalizing this philosophy can provide guidance and motivation in difficult or unfamiliar advising situations.

The Global Community for Academic Advising (NACADA) has many resources to assist advisors as they develop their personal advising philosophy, including articles, workshops, and examples of personal advising philosophies. These resources can be accessed at

<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-advising-philosophy-examples.aspx>

Relational Skills for Advisors (R2)

Developing relational qualities is a key component when working with advisees. Some of these qualities include displaying a concerned and caring attitude towards advisees, establishing rapport by being approachable and accepting, and being available and flexible to accommodate advisees' schedules. It is also important to take a proactive role by initiating regular contact with advisees and realizing the importance of frequent contact in developing a relationship.

Relational Skills for Advisors

Delmas (2001) in an article titled *NACADA The "Quality" in Advising*, writes:

"I try to give students what I think they need from me. A tissue, a letter of recommendation, words of encouragement or congratulations, a smile of recognition in the hall that says, 'You are important to me.' Since I represent the institution, it means that the student is important to the institution, too. Of course, not all advising is complicated and involved. What most of our students need is for us to answer 'just one quick question,' and don't we love that? But sometimes our advisees and their life situations require us to stand up and be brave, kind, caring and resourceful. That is quality advising. It's the whole package, not just our responsibilities as narrowly defined in a job description moldering away in a file somewhere. Come to think of it, that thing could use an overhaul!"

The following are ways to enhance relationships with advisees:

- Demonstrate strong listening and communication skills
- Know and address students by their preferred name
- Give undivided attention
- Be friendly
- Make appropriate eye contact
- Probe and clarify
- Remove seating barriers
- Assist in the exploration of vocational and life goals
- Recognize and value individual differences
- Understand and assist in the decision-making process
- View all occupations as valuable and significant
- Exhibit knowledge of academic programs and university policies
- Know degree programs offered and their unique requirements
- Understand policies governing degree-seeking students
- Be informed about courses offered, content, prerequisites, availability, transferability, and sequencing
- Encourage appropriate balance of courses and workload
- Understand learning styles
- Place students based on test scores
- Make appropriate referrals (Kerr, 1996, p. 178)

Fostering an Inclusive Environment

To further support advising relationships with students, advisors must take steps to create an inclusive environment for all students. The following are suggestions for fostering inclusivity, though advisors should dedicate continuous time and effort to learning in this area.

- Consider cultural factors in interactions with students
- Meet students where they are and allow them to tell their own stories
- Examine your own unconscious biases and consider cultural privileges
- Keep in mind each student's level of cultural identity
- Remember differences are vital to the university community
- Be willing to learn from diverse students and, with permission, draw from their experiences in advocating for changes in the system
- Seek opportunities to learn about the experiences of others, systems of oppression, and resources available to students
- Be aware of your language. Reduce isolation by using inclusive language and content in our offices and in interactions with all students, e.g., ask if there is 'someone special' in their lives rather than assuming heterosexuality, i.e., boyfriend or girlfriend
- Ask a student for their personal pronouns
- Consider responsibilities outside the classroom, as some students may be caretakers, work full time, or have other significant time commitments that affect their priorities

Campus Resources

In addition to creating an environment that supports all students, advisors must be aware of campus resources that support students from underrepresented populations.

Multicultural Programs

Under the umbrella of multicultural programs, students will find the Multicultural Resource Center, LGBTQ+ Resource Center, Transitions Closet, Heritage Month Programming, and more. Their Mission Statement states that:

“Through the creation of critical programming, intercommunity dialogue, and academic enrichment opportunities, Multicultural Programs seeks to engage the broader MSU and Springfield communities in order to ensure the full and equitable success of all students while empowering students from historically marginalized and/or underrepresented backgrounds to become the ethical leaders of tomorrow.” (Multicultural Programs, 2021)

Disability Resource Center

“Through innovative consultation and collaboration, the Disability Resource Center leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and design more welcoming and inclusive environments” (Disability Resource Center, 2021).

Students can request accommodations through the Disability Resource Center, and faculty members can receive guidance on implementing universal design in their courses.

Learning Diagnostic Clinic and Project Success

“Project Success is an academic support program for college students with a learning disability, ADHD, or other diagnosis who desire more comprehensive services than those covered under the Americans with Disabilities Act (ADA). Those enrolled in Project Success will be offered a wide variety of services tailored for students with learning disabilities” (Project Success, 2021).

Adult Student Services

Students who have been out of high school for three or more years, as well as students 22 years of age or older can reach out to Adult Student Services for help in their transition to Missouri State.

Communicating with Advisees (R3)

Dr. Nancy King, former NACADA President, shared insights about communicating effectively with advisees, including that there are three basic types of conversations advisors have with students: Conversations which are informational, conversations about the individual students, and conversations about the future.

- Conversations which are informational include University policies and procedures, requirements, important dates and deadlines, and programs of study. All too often advising conversations stop here and do not progress to the next two types.
- Conversations about the individual student include values, interests, strengths, areas of improvement (e.g. student skills, time management), and engagement at the institution.
- Conversations about the future include goal setting, relating education to future career and personal life, steps needed to make future goals real, and understanding individual changes as result of education.

Conversation Starters for Advising Sessions

Advisees are required to meet with their advisor until they have completed 75 hours and received at least three advisor releases. While advisees are required to discuss course plans for an advisor release each semester, there are often many more topics discussed. Students may choose to see their advisor to discuss current classes, interactions with professors, personal and professional goals, as well as life outside the classroom. Below are prompts that can help advisors begin these discussions.

Classes

- How are your classes going?
- Are you having any problems?
- What seems to be your most challenging class this semester? What is your favorite one?
- Do you know others in your classes?

Rapport with Professors:

- How are you getting along with your professors?
- Have you visited any instructors or professors during their posted office hours?

Study Skills

- Do you have any problems with your note taking?
- Are your test results accurately reflecting the time invested?
- Tell me about how you study. What activities do you practice when studying?

Career Exploration

- What academic areas are you currently considering? What do you like best about these areas?
- What occupations are you considering? What about these occupations attract you?
- How do your abilities and skills fit the tasks necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfaction you want for your life? How?
- What are the differences among the majors you are tentatively considering? The similarities?
- Who (or what) has influenced your ideas about these alternatives?

Planning

- Have you considered which classes you want to take next semester?
- Have you looked through your degree audit lately?
- Are you comfortable with your current workload?

Life Outside the Classroom

- Tell me about your involvement on campus.
- Are you working? How do you balance that and studying?

Suggested Times to Reach out to Advisees

Regular communication with advisees has a positive impact on the advisor/advisee relationship. Students benefit both from regular contact and from accurate and timely information. Below are suggested topics and time for reaching out to advisees, but advisors should also consider additional topics relevant to their program.

1st week of classes	This is a good time to welcome your students and introduce yourself. You may wish to share how you prefer students book appointments, your advising philosophy or syllabus, or other key pieces of information for the advising relationship.
3rd or 4th week	The class schedule for the upcoming semester is posted during this time. Advisors can share where to find the schedule, how to begin planning future classes, and information on when to make an appointment.
Approx. 7th week	Expect increased advising traffic and appointments. Remind student to make their academic advising appointment.
9th week	Mid-term grades posted. Contact advisees with low grades at mid-term. Remind them of drop deadline (refer to the Academic Calendar available on the Web for this and other important deadline dates), refer to campus resources as appropriate and encourage students to talk with instructors.
Approx. 15th week	Determine which of your advisees have not registered (near the close of pre-registration). Encourage them to come in to see you. Contact these students by phone or e-mail about their plans for next semester.
After final grades	You may wish to congratulate advisees with high grade point averages and those who were removed from probationary status. Prepare for inquiries from students who received probation or suspension notices.

Planning and Conducting a Successful Advising Interaction (R4)

Advising sessions look different with every student. In fact, sessions with the same student may look different each time you meet. This section of the handbook provides guidance on conducting successful advising appointments.

Approaching the Appointment

When conducting an appointment, it is wise for advisors to reflect on their preferred advising approach or style. If using a developmental approach, an advisor may plan out questions to ask their advisee to get to know them more, as well as help them take the lead in the appointment. For example, an advisor may begin the session by asking one of the following:

- How can I be of assistance?
- What brings you in to see me?
- What are you hoping to discuss today?

This allows advisees to lead the conversation and feel they have ownership over their educational journey. Continuing with questions such as, “Were there other topics you hoped to discuss today?” can allow the student to bring up as many topics as they want and not feel tied to one topic per appointment.

Preparing for the Appointment

A crucial step to a successful appointment is preparation. The goal of this step is to gather as much information as possible. That could be information about the student, their program of study, something they mentioned in a previous session, or post-graduation opportunities.

Below is a list of key information to check, most of which is located either in the Student Information Menu or Degree Audit:

- Previous Advising Notes entries
- Program of study and status (major, pre-major, admitted)
- Progress in degree program including sequential courses
- Placement scores
- GPA and midterm or previous semester grades
- Transcript (previous credit earned including transfer credit)
- Registration status including holds

Appointment Checklist

Some advisors may find it helpful to use a checklist when first conducting advising appointments. This could include information regarding tasks before, during, and after the advising appointment. Below are recommended tasks. Advisors may need to include additional tasks based on the program they advise.

Prior to Appointment

- Review previous entries in Advising Notes
- Review Degree Audit
- Review Student Information Menu

During Appointment

- Discuss current semester progress
- Review degree/program requirements with advisee
- Determine classes for upcoming semester(s)
- Make referrals to relevant campus or community resources
- Ensure advisee has had an opportunity to bring up all concerns

After Appointment

- Make advising note
- Follow through with any tasks discussed

Making Referrals

It is important to be informed of campus, community, and online resources available to students. Advisors should do their best to learn about these resources including specific people, procedures, or chains of command. Keeping up to date on this information ensures accurate referrals are made and students receive timely assistance.

Creating a positive impression of the resource can make a student feel more comfortable initiating contact. This can be done by highlighting the referral's friendliness, accessibility, or willingness to help. Further, providing a specific person's contact information as a referral is a good practice, as it provides a personable impression of the resources available and prevents run around for the student.

If connecting a student to a resource by phone while they are with you, consider providing an introduction. If sending a student to an on-campus resource, consider phoning ahead to let the resource know to expect the student. If in a crisis, advisors may wish to take a student directly to the appropriate resource such as the counseling center.

Referrals should be included in Advising Notes, except for in sensitive situations. Referrals regarding mental health, physical health, or disabilities should not be included in the Advising Notes system.

Facilitate Problem-Solving, Decision-Making, Meaning-Making, Planning, and Goal Setting (R6)

Competency R6 centers on advisors facilitating autonomous behavior. This section covers a few of the ways this is facilitated at Missouri State.

Roles and Responsibilities of Advisor/Advisee

Establishing clear expectations for advisees is a key part in development advising. When advisors clarify the responsibilities for themselves and their advisees, they allow students to take ownership over their educational journey.

Roles and Responsibilities: Advisor

- Be available to students on a regular basis.
- Create an atmosphere of openness, caring and concern.
- Help students define and develop realistic educational/career plans.
- Assist students in planning a program consistent with their abilities and interests.
- Monitor progress toward educational/career goals.
- Interpret and provide rationale for instructional policies, procedures, and requirements.
- Approve all designated educational transactions (e.g., list of approved courses and alternatives.)
- Maintain notes in the web-based advising file for each advisee.
- Refer students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.
- Inform students of the nature of the advisor/advisee relationship.
- Assist advisees in identifying career opportunities.
- Develop a caring relationship with advisees.
- Inform students of special services available to them for remediation, academic assistance, and other needs.
- Provide the student with up-to-date academic information about University, college, and departmental graduation requirements.
- Help resolve academic difficulties.

Roles and Responsibilities: Advisee

- Discuss long-range goals with their advisor.
- Discuss choice of a major with their advisor.
- Make final decisions about choices concerning academic matters.
- Be able and willing to ask intelligent questions about degree programs.
- Contact and make appointments with advisor when required or when in need of assistance.
- Keep advising appointments and be on time.
- Keep advisor informed of changes in schedules, academic problems, change of major, etc.
- Gather decision-making information before appointments.
- Follow through on referrals.
- Become knowledgeable and adhere to institutional policies, procedures, and requirements.
- Follow through on actions identified during each advising session.
- Accept responsibility for decisions and academic choices.

Connection to Public Affairs Mission

The Public Affairs Mission is present in all activities at Missouri State, including academic advising. Advisors can help their students find connections to each pillar, as well as the overall mission. The following sections provide examples of how advisors can help facilitate this process.

Community Engagement

Advisors can serve as both catalysts and role models in encouraging students to become engaged in the University community and beyond. Advisors can encourage students to participate in community service activities and can explain the benefits of personal satisfaction and enhanced leadership skills that lead to more employability.

Advisors can:

- Encourage students to take service-learning courses.
- Encourage students to participate in volunteer work, especially as it relates to a major.
- Lead by example by serving students in programs such as House Calls and Move-in Days.
- Participate in a community-service activity and invite advisees to join.
- Challenge students to connect academic learning to other areas, such as politics, the arts, employment and community work.
- Mention the voter registration program that happens on campus in Meyer Library.

Cultural Competence

Advisors can model cultural competence in their dealings with advisees and others. Advisors can encourage students to participate in a broad range of courses and activities to broaden their cultural perspectives.

Advisors can:

- Encourage students to participate in international and cultural events by sending out notices of special opportunities such as the International Banquet.
- Notify students of culturally relevant speeches or workshops offered on campus or in the community.
- Encourage students to take general education courses that will broaden their cultural knowledge and experience.
- Encourage students to consider Education Abroad experiences.
- Encourage students to seek opportunities to get to know students, staff and faculty from different backgrounds (cultural, socio-economic, racial, religious, gender, sexual orientation, abilities, etc.) Model that for students by doing the same.
- Talk with students about cultural challenges they may encounter (e.g. instructors with accents, roommate situations involving cultural conflicts).
- Develop ones own cultural competence through professional development opportunities.

Ethical Leadership

Advisors can model ethical leadership by being honest with advisees and by assisting students as they deal with any ethical dilemmas. Advisors can encourage students to think of leadership in a broad way and determine how they can use their years at the University to develop their own leadership style and skills.

Advisors can:

- Nominate or encourage students to apply to be campus leaders, such as Resident Assistants, GEP 101 Peer Leaders, SOAR Leaders, Campus Ambassadors, etc. Volunteer to write recommendation letters for students who express an interest.
- Encourage students to get involved in organizations and activities that match their interests, such as Student Government Association, Hall Councils and Residence Hall Association, Student Conduct Hearing Boards, etc.
- Help students understand academic integrity.
- Honor advisees for their leadership activities.
- Notify students about opportunities to be involved in Public Affairs activities.
- Encourage students to choose courses that may help them develop their leadership skills and understand ethics.
- Encourage students to participate in leadership development activities available through the Office of Student Engagement.

References

- Burgstahler, S. (2006). Equal access: Universal design of advising. Retrieved from:
http://www.washington.edu/doi/Brochures/Academics/equal_access_adv.html
- Delmas, P. (2002, June). The 'quality' in advising. *Academic Advising Today*, 25(2). Retrieved from
<http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Quality-in-Advising.aspx>
- Disability Resource Center. (2021). *Our Philosophy*. Retrieved from
<https://www.missouristate.edu/Disability/Philosophy.htm>
- Dreasher, L. M. (2010). Preparing advisors to work effectively across differences: a three-step framework. In J. G. Volker, M.A. Miller, & S. L. Neste (Eds.), *Comprehensive advisor training and development: Practices that delivers* (pp. 155-169). Manhattan, KS: National Academic Advising Association.
- Dreasher, L.M. (2014). *Cultural Competence in Academic Advising: Skills for Working Effectively Across Cultures*, NACADA Pocket Guide N. 16.
- Dyer, A. N. (2007). Advisement philosophy. In Folsom, P. (Ed.), *The new advisor guidebook: Mastering the art of advising through the first year and beyond* (Monograph No. 16) (pp. 47–48). Manhattan, KS: National Academic Advising Association.
- Freitag, D. (2011). *Creating a Personal Philosophy of Academic Advising*. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Personal-philosophy-of-academic-advising.aspx>
- Halasz, H.M., Traynor, D.S., & Bloom, J.L. (2012, February 24). Making change work: empowering students who are changing majors. *The Mentor: An Academic Advising Journal*. Retrieved from
<http://dus.psu.edu/mentor/2012/02/making-change-work/>
- Harding, B. (2008). Students with specific advising needs. In V. N. Gordon, W. R. Habley, T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 189-203). San Francisco, CA: Jossey-Bass
- Harding, B. & Miller, M.A. (2013). *Cultivating the Potential in At-Risk Students*, NACADA Pocket Guide N. 11.
- Hemphill, L. L. (2002). Advising students with disabilities. *The Academic Advising News*, 25(3). Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/disability.htm>

- Jones, R., & Becker, K. (2002, April) Getting Prepared for the Underprepared. *The Mentor*, 4(2).
Retrieved from: <http://www.psu.edu/dus/mentor/020415rj.htm>
- Karacay, K & Brunner, E. (2013). Coaching pre-medical students toward professionalism: A multi-year approach from NACADA Clearinghouse of Academic Advising Resources Web site:
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Coaching-pre-medical-students-towards-professionalism.aspx>
- Kerr, T. (Ed.) (1996). NACADA faculty advising training package: Facilitator's manual. Manhattan, KS: Kansas State University.
- Mikelson, J (2010). Information for advisors who work with veterans. *Academic Advising Today*, 33(2), p. 9. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site:
<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Information-for-Advisors-Who-Work-with-Veterans.aspx>
- Moorhead, C. (2005). Advising lesbian, gay, bisexual, and transgender students in higher education. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site:
<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Lesbian--Gay--Bisexual--and-Transgender-Students-in-Higher-Education.aspx>
- Multicultural Programs. (2021). *Our Mission and Vision*. Retrieved from
<https://www.missouristate.edu/MulticulturalPrograms/MPMission-and-Vision.htm>
- Project Success. (2021). Project Success. Retrieved from
<https://psychology.missouristate.edu/ldc/Project-Success.htm>
- Pusser, B., Breneman, D., Gansneder, B., Kohl, K., Levin, J., Milam, J., & Turner, S. (2007, March). Returning to learning: Adults' success in college is key to America's future. Lumina Foundation of Education New Agenda Series. Retrieved from
<http://www.luminafoundation.org/publications/ReturntolearningApril2007.pdf>
- Skorupa, K. (2002, December). Adult learners as consumers. *The Academic Advising News*, 25(3). Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web Site:
<http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/adultlearners.htm>
- Slowinski, P.T., & Hammock, W. (2003) Undecided/open students. Retrieved from the NACADA Clearinghouse of Academic Advising Resources Web site:
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/adv_undeclared.htm

Steele, G.E., & McDonald, M.L. (2000). Advising students in transition. In V.N. Gordon & W.R. Habley (Eds.), *Academic advising: A comprehensive handbook* (pp. 144-161). San Francisco, CA: Jossey-Bass.

Watt, S. K., & Moore, J.L. (2001). Who are student athletes? *Student Services for Athletes*. 93.

Glossary of Terms

This reference guide is designed to assist in defining terms frequently used at Missouri State University and in the Undergraduate Catalog (http://www.missouristate.edu/registrar/catalog/key_terms.htm).

Academic Advisor A University employee who is committed to helping students meet their educational goals and to make informed and responsible decisions.

Academic Year Begins in August with the fall Intersession, continues through the spring semester, and concludes with the summer session.

Accelerated Graduate Program Option that allows eligible juniors and seniors to take a limited number of graduate-level courses that count towards both their undergraduate and graduate degree thereby reducing the time it takes to complete a graduate degree.

Alumni Individuals who have attended or graduated from a particular college or university.

Admission to Degree Program A process required of students who have a major with specific admission requirements.

Auditing a Class A grading option that allows completion of a course without receiving credit or a traditional grade. An audited course cannot be used to fulfill a degree requirement.

BearPass Card Student's official University identification card.

Block Classes Meets for only the first or second half of the term (semester).

Board of Governors Governing body for Missouri State University appointed by the Governor of Missouri.

Boomer University mascot

Catalog University's official publication of academic policies and procedures, programs of study, and course offerings for a particular academic year.

Certificate Document representing that the student has completed a University Certificate.

Change of Schedule Period First five days of the fall and spring semester and first two days of summer session in which students can add and drop classes.

Class Schedule An online listing of courses offered for a specific term.

College Group of academic departments and/or programs administered by a college dean.

College Level Examinations Program (CLEP) Program that allows students to receive credit by examination instead of completing a course.

Commencement Ceremony held at the end of the fall and spring semesters to recognize candidates for graduation.

Comprehensive Major A BA or BS major that includes both a primary and secondary area of study and, therefore, does not require completion of a minor.

Core Courses Group of foundation courses required by a college, department, or specific major.

Co-requisite Two or more courses that must be taken during the same semester.

Credit by Examination Method of earning academic credit outside of traditional course offerings.

Credit Hour Standard unit of measuring coursework. The unit of credit used at Missouri State is the semester hour.

Cross-Listed Courses Two or more different courses taught in the same room, at the same time, with the same instructor. Students may receive credit toward graduation for only one.

Dean (academic) Highest administrative officer of a college.

Dean's List Published list of students who have achieved a specific level of achievement established by the University. The list is published at the conclusion of each semester and Summer Session.

Declaring a Major/Minor Indicates that student wishes to pursue a particular major and/or minor. Many majors have specific admission requirements.

Degree Audit Advising tool designed to assist in tracking a student's progress towards graduation.

Department Head Administrative officer holding faculty rank; responsible for a primary unit within an academic organization.

Diploma Document provided by the University certifying that the student has earned a degree.

Dual Enrollment Typically refers to high school students who are receiving high school credit while also being enrolled in college-level credit. This term can also refer to students who are concurrently enrolled in two or more higher education institutions.

Enrollment Status Terms used for reporting a student's academic load to external agencies. (i.e., full-time, half-time, less than half-time)

Exit Survey Required for all bachelor's degree graduates for assessment purposes.

Good Standing Academic status of students who are not on probation or under suspension.

General Education Program Group of foundation courses required of undergraduate students regardless of the student's major.

Grade Point Numerical value given to grades. For example, four grade points per credit hour is awarded for a grade of "A".

Grade Point Average (GPA) Calculation derived from dividing the grade points earned by the number of credits attempted.

Hold Block which prohibits students from functions such as registering for courses or receiving a transcript or diploma. Most holds are due to an unpaid financial obligation, or failure to complete a required process.

Honors, Scholastic Designation indicated on the graduates' diploma and transcript that reflects outstanding scholarship.

Honors College Program Designed to serve the needs of academically talented, high-achieving students accepted into the Honors College Program.

Identical Courses Those courses identified by multiple course codes and/or numbers that are taught in the same classroom, at the same time, and by the same instructor. Student may only receive credit toward graduation for one.

Incomplete Grade Assigned when a student has not completed all work for a course and the instructor agrees to allow additional time for completion of the course.

Internship Work at a business or agency related to a student's major and/or career plans for which credit hours are awarded.

Intersession Brief period (typically 1-3 weeks) between semesters when a limited number of courses are offered.

Lower Division Undergraduate courses numbered lower than 300.

Major Collection of courses and requirements that is designated as the student's primary area of specialization. Appears on the student's diploma and transcript.

Minor Collection of courses indicating additional specialization in an area of study beyond the major. Minors do not appear on the student's diploma but are listed on the student's transcript.

Mixed Credit Courses that are part of an accelerated graduate program in which students can receive both graduate and undergraduate credit.

My Missouri State Web-based system that provides access to personal student information, email, blackboard, online registration, and much more. A BearPass account is required to access the system.

Non-Comprehensive Major One that requires completion of a minor in order meet graduation requirements.

Non-resident Student who does not meet requirements for classification as a Missouri resident for fee purposes in accordance with the residence policy.

Non-traditional student Includes evening students, married students, students with children, and students of 22 years of age or older.

Option Sub-set of courses within the major that represent a specialized area of study. Officially approved options appear on the transcript but are not printed on the diploma.

Overload Semester credit hours that exceed the maximum number of hours permitted based on the student level (undergraduate or graduate). Permission is required for an overload.

Parallel (Undergraduate and Graduate Level) Courses those courses that have both an undergraduate and graduate version (example: ACC 504 and ACC 604). Students who enroll in either course meet in the same room at the same time with the same instructor. The graduate level version of the course must require coursework appropriate for graduate credit. Parallel courses are identified in the semester class schedule as "cross-listed" courses.

Pass/Not Pass Grading option that allows students to pursue coursework without affecting their GPA.

PIE (Partners in Education) Program designed to facilitate communication between first-year students and their families. Through written consent of the student, members will have increased access to their student's information.

Postbaccalaureate Nondegree seeking student who has earned a bachelor's degree and wishes to take additional courses but not pursue an additional undergraduate degree or a graduate degree.

Prerequisite Specific requirements that must be met prior to enrolling in a given class. Prerequisites may consist of courses, test scores, or enrollment in a specific program of study.

Probation Status that indicates unsatisfactory academic progress. Students may be subject to academic load limitations and other restrictions.

Program of Study All requirements that a student must complete in order to be awarded a degree or University certificate.

Readmission Admission process followed by a student who wishes to enroll after not taking classes for one full calendar year.

Registration Restriction A type of prerequisite that requires student be in a specific program of study in order to take the class

Reinstatement Process by which a suspended student appeals to return to the university.

Semester Instructional period of 15 weeks plus a final examination period offered twice a year (referred to as *Fall* and *Spring* semester). Additional instructional periods include intersessions and a summer session.

Senior Permission Allows students to take graduate coursework while still classified as an undergraduate. Permission is required.

Service Learning Program which allows students to earn academic credit in selected courses in exchange for meaningful and productive community service.

SOAR (Student Orientation, Advisement, and Registration) Program Designed to assist students and their families in making a successful transition to university life.

Student Services Fees Required fees assessed at the time of registration that cover the student's access to a variety of services, programs, and activities.

Suspension Status that prevents a student from enrolling in courses unless an exception is granted by the dean of the student's major.

Syllabus Document describing the objectives, outcomes, assessment activities, and structure of a course that is made available to students during the first week of classes.

Term Another name for a semester or summer session.

Transcript Serves as the student's official academic record and the University's official record of credit and degrees awarded, including the courses taken by a student and the grades received in each course. Probations, suspensions, and disciplinary expulsions also appear on the transcript.

Transfer Credit Courses taken at another accredited institution and accepted toward degree requirements at Missouri State.

Transfer Student Student who has completed 24 or more transferable credit hours *after* high school graduation.

Tuition The amount of money that must be paid for classes. Other fees may be assessed in addition to tuition.

Upper Division Undergraduate courses numbered 300 and above.

"W" Grade Indicates student withdrew from (dropped) a class without academic penalty.

Index

A	
Academic Advising and Transfer Center	31
Academic Care Team	41
Academic Probation.....	28
Academic Renewal.....	27
Academic Status	28
Academic Suspension	28
Add/Drop	32, 34
Advising as Teaching.....	13
Advising Notes	37, 42
Advising Philosophies	48
Advisor Release Requirement.....	29
Approaches to Advising	11
Audit	30
B	
Behavioral Intervention Team	40
Best Practices.....	20
Bias Response Team	41
C	
Campus and Community Support Resources.....	40
Change of Schedule	32, 33
Civics Exam	34
Confidentiality of Student Records.....	37, 39
Conversation Starters	51
CORE 42	22
Core Values	10
Counseling Center.....	40
D	
Dean of Students	41
Declaring and Changing Majors/Minors/Certificates.....	25
Degree Audit.....	43
Developmental Advising	11, 12
Directory Information	37, 38
E	
Educational Records	37, 38
Ethical Advising.....	15
Ethical Ideals.....	15
Ethical Principles.....	16
Exit Survey	35
Explained Absence	41
F	
FERPA	37, 38, 39
G	
General Education.....	22
GEP 101	56
Grading.....	25
H	
Holds	29, 38
I	
Informational Competency Area	19
Instructor Drop.....	34
Intersession	30
L	
Late Registration	30
Legal Guidelines	36
Letters of Recommendation.....	38
M	
My Missouri State	29, 30, 36, 37, 38, 43
N	
NACADA	6
NACADA Core Competencies	6
Non-Traditional Students	34
O	
Overload Permissions.....	30
P	
Partners in Education (PIE).....	39
Permission.....	30, 31
Placement Exams	23
Planning and Conducting Appointments.....	52
Postbaccalaureate.....	31
Precollege Students.....	31
Prerequisites	31

Prescriptive Advising.....11, 12
Privacy of Student Records37, 39
Proactive Advising.....13
Provost’s Academic Advising Council.....20
Public Affairs Mission.....55

R

Referrals.....13, 49, 53
Registration.....29, 30, 32
Registration Centers34
Relational Skills48
Roles and Responsibilities.....54, 55

S

SOAR (Student Orientation Advisement and Registration)
..... 56
Strengths-Based Advising..... 14

T

Title IX 40

U

Undeclared Students..... 31

W

Waitlisting 31
Withdraw 33